DOCUMENT RESUME

ED 118 721 95 CE 005 123

TITLE Models for Career Education in Iowa: A Philosophy for Career Education.
INSTITUTION Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.
SPONS AGENCY Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE 75
NOTE 19p.; For related documents, see CE 004 077-085 and CE 005 124-131

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Career Education; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Guidelines; *Models; *Self Concept; Work Attitudes

ABSTRACT

An exemplary project, Models for Career Education in Iowa, was initiated to research, defire, and describe an emerging concept of career education. The philosophy of career education places emphasis on self-identify development and the basic concept of world-of-work. The curriculum content of career education includes planned and spontaneous educational experiences oriented towards adding relevancy to the learning process. This calls for educational process that meets the needs of the learner and results in specific attention being given to career planning. The teacher's role is enhanced by expanding the educational environment to include cultural, social, economic, and occupational situations. The model for career development is also presented in diagram form, showing its basis in two concepts, self and world-of-work. These are shown interacting through the four phases of formal education: awareness, accommodation, exploration, and presentation-exploration, leading ultimately to occupational entry. A definition of terms relevant to the philosophy of career education is given. (Author/EC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

SEP 26 1975

ED118721

Models for Career Education in Iowa

A PHILOSOPHY FOR CAREER EDUCATION

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

W. O. SCHEURMANN

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

CE005123

Iowa a place to grow

Department of Public Instruction

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Models for Career Education in Iowa

A PHILOSOPHY FOR CAREER EDUCATION

CONDUCTED UNDER EXEMPLARY GRANTS
from Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa State University
College of Education
Department of Agricultural Education
Ames, Iowa 50010

1975

Copyright © State of Iowa, Department of Public Instruction

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

STATE BOARD OF PUBLIC INSTRUCTION

Muriel I. Shepard, President, Allison
T. J. Heronimus, Vice-President, Grundy Center
Robert J. Beecher, Creston
Jolly Ann Davidson, Clarinda
Ronald P. Hallock, West Des Moines
Virginia Harper, Fort Madison
Robert G. Koons, Clinton
Georgia A. Sievers, Avoca
John E. van der Linden, Sibley

ADMINISTRATION

Robert D. Benton, State Superintendent and Executive Officer of the State Board of Public Instruction
David H. Bechtel, Administrative Assistant
Richard N. Smith, Deputy State Superintendent

Area Schools and Career Education Branch

Wm. M. Baley, Associate Superintendent
W. O. Schuermann, Director, Career Education Division
James D. Athen, Assistant Director, Career Education Division

PREFACE

Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 through the Iowa Department of Public Instruction. The purpose of the effort was to research, define, and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff, under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek, and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A number of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-1974 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.

Robert D. Benton

Robert D. Benton, Ed.D.
State Superintendent of
Public Instruction

PROJECT STAFF

Dr. Alan A. Kahler	Project Director
Dr. Donald J. Flynn	Associate Director
Mr. Clair E. Brooks	Coordinator
Mr. Bruce E. Hopkins	Coordinator
Carroll Community Schools	Model School
Clarke Community Schools	Model School
Davenport Community Schools	Model School
Humboldt Community Schools	Model School
Marshalltown Community Schools	Model School
Sheldon Community Schools	Model School
Shenandoah Community Schools	Model School
South Winneshiek Community Schools	Model School
Springville Community Schools	Model School

CONSULTANTS ON CURRICULUM

Dr. John Connolly	Research for Better Schools Philadelphia, Pennsylvania
Dr. Donald Critchlow	Texas A and I University Loredo, Texas
Dr. Eleanore Kohlmann	Iowa State University Ames, Iowa
Dr. Lou McQuire	Research for Better Schools Philadelphia, Pennsylvania
Dr. Jerome Moss, Jr.	University of Minnesota Minneapolis, Minnesota
Mrs. Nancy Pinson	State Department of Public Instruction Baltimore, Maryland
Dr. Ralph Tyler	Science Research Associates Chicago, Illinois

CONSULTANTS ON PHILOSOPHY

Dr. Theodore Brameld	Lehman College New York City, New York
Professor C.E. Bundy	Professor Emeritus Iowa State University Ames, Iowa
Dr. Van Cleve Morris	University of Illinois Chicago, Illinois
Dr. William Stanley	Professor Emeritus University of Illinois Champaign, Illinois
Dr. George Kizer	Iowa State University Ames, Iowa

ADVISORY COMMITTEE

Mr. Clarence E. Bundy	Agricultural Education
Mr. Robert Ford	Elementary/Secondary Career Ed.
Dr. Charles Gilbert	Elementary Education
Mrs. Phyllis Jagiello	Teacher - Social Studies
Mr. Ronald Jarchow	Area Schools
Dr. Eleanore Kohlmann	Home Economics
Mr. Donald Murphy	Teacher - Science
Dr. Anton J. Netusil	Statistics
Dr. Dominick Pellegreno	Guidance
Mr. Dale Peterson	Health Education
Dr. David Pierce	Area Schools
Dr. Ed Weber	Business Education
Dr. William Wolansky	Industrial Education
Mr. Gerald Peterson	Superintendent
Mr. Ronald Meals	Principal

CONSULTANTS IN TEACHER EDUCATION

Dr. Harold Crawford	Agricultural Education
Dr. Eleanore Kohlmann	Home Economics
Mr. Alvie Sarchett	Trade and Industrial
Dr. Ed Weber	Business and Distributive
Mrs. Milferd Rosendahl	Health
Dr. Jess Beard and Dr. Alaine Merkley	Elementary
Dr. Anton Netusil	Statistics
Dr. Dominick Pellegreno	Guidance
Dr. Roger W. Coulson	Child Development

CONSULTANTS FROM DEPARTMENT OF PUBLIC INSTRUCTION

Mr. Emeron Dettmann	Agricultural Education
Miss Gladys Grabe	Home Economics
Mr. Victor Lundy	Trade and Industrial
Mr. Vern Fennell	Office Occupations
Mrs. Edith Munro	Elementary
Mr. Ed Ranney	Guidance
Mrs. Milferd Rosendahl	Health
Mrs. Jayne Sullivan	Distributive
Mr. A. John Martin	Curriculum
Mr. James Wolter	Career Awareness and Exploration

ACKNOWLEDGEMENTS

Information presented on the following pages defines terms, sets forth the philosophy undergirding career education as manifested in the "Models for Career Education in Iowa" project, and presents the model used to guide philosophic theories into practice in the school curriculum. Much credit is due personnel in the nine local schools who tested these definitions and concepts and proved them to be sound, appropriate approaches to career education.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

TABLE OF CONTENTS

A Philosophy for Career Education 1

The School Curriculum 2
The Learner 2
The Teacher 3
Subject Matter 4
Summary 4

The Model for Career Development 5

Definition of Terms 8

A PHILOSOPHY FOR CAREER EDUCATION

The primary purpose of education is to develop informed, responsible individuals capable of making decisions and creating meaningful involvement with others in the context of a free society. Career education is based on the premise that the relationships between the best interests of the individual and those of society are synergistic. The career education concept functions within the educational structure and process to create a learning environment where creativity, individual expression and personal worth, and social awareness are valued. Emphasis on self-concept development and understanding of work, interpreted in its broadest sense, contributes to (1) making one's life creative and productive, (2) developing humaneness in individuals toward themselves and mankind, and (3) developing in the individual a capacity to love, appreciate, and respond emotionally to the world about him.

Career education contributes to adventures and creative use of the learner's talents in satisfying personal goals and the goals of others and in discovering new talents which contribute to the learner's self perception. It also contributes to learner understanding of the social, economic, and occupational demands of a local, national, and world society. Society and the world around the learner provide the parameters within which the learner develops an understanding of the nature and scope of these attributes.

Self-identity development is fundamental to wise career decision making. As learners establish and understand their own identity, the role self-identity plays in the career decision-making process, and the subsequent development of a personally satisfying life style, the learner will be able to establish an orderly approach to career planning. These understandings enhance the ability to master those developmental tasks confronting each individual as he/she matures to adulthood and becomes established in a functional and satisfying career in the contemporary world.

Fundamental to establishing a viable self-identity is the development of a positive self-concept. Mental, social, and emotional self-perceptions and perceptions of how one is being received by others affect one's interpretations of tasks that confront the individual as he or she matures and formulates alternative approaches to mastering these tasks. Educational experiences provided by the school contribute to developing a positive self-concept by stressing, throughout the learning process, the formation of attitudes, values, beliefs, and distinctive abilities in the learner that will assist in this decision-making process.

Basic to the career education concept is that of work, the use of time and personal resources for the pursuit of economic and self-fulfilling rewards, including all manner of paid and unpaid purposive activity. Work is more than a way of making a living. It is a means of

expressing oneself and contributing to the welfare of society which involves a meaningful connection between the worker and the job that transcends a cash reward.

Understanding on the part of the learner of the diversity of occupations in society, the major characteristics of each of these occupational areas, and the development of special interests and skills are an integral part of the total educational enterprise. To develop such understandings of occupations and the occupational structure in our society, the fullest possible use is made of community resources, thus providing a rich source of knowledge, information, and skill not normally available in the instructional environment. Increased association of students with adults in a meaningful and satisfactory relationship is of paramount importance for the development of values, character, and standards in the learner. The study of occupations and the role of work in society assists the learner, through study and inquiry, to examine some of the significant conflicts, controversies, and difficulties in national and international economic, political, and social systems.

The School Curriculum

The school curriculum includes the total offerings of planned and spontaneous educational experiences. It is under continuous revision, responding to and affecting responsible socio-economic change. Career education is infused into this ever-changing, dynamic curriculum and is implemented through attainment of specific objectives. To successfully infuse the concept into the curriculum necessitates involvement of the home, community, and school in the reordering of subject matter, emphasizing the interrelatedness, mutual support, and relevance of all knowledge.

Recognition of the learner as an ever-changing being confronted with different developmental tasks and problems at each age level requires that career education begin in kindergarten and continue throughout the learner's educational experiences. Curriculum content is oriented toward assuring that the learner establish personal goals, standards, and strategies for the mastery of these tasks and providing opportunities for the learner to appraise the economy critically and engage in it actively as producer, consumer, critic, and responsible citizen.

The study of the world-of-work introduces an additional dimension of relevancy into the learning process and subject matters from which familiar problems emerge to serve as a basis for instruction. The study of the world-of-work is not unique to specific subject matter areas. It is an integral part of the content of the total instructional program.

The Learner

Knowledge, learned merely as knowledge, has no immediate significance for the learner. To come to life, knowledge must be functional

to the learner, appropriated, literally taken in, made one's own, internalized. How one understands its application in one's world and what commitments a person makes in working it into his/her own life finally determines what that individual learns. Career education, when infused into daily learning experiences, enables learners to go from where they are in mores, attitudes, and values--to a larger and fuller expression of human possibilities.

Learning takes place when students are fully engaged participants in the educational process. When they respond actively to educational stimuli, growth begins and awareness expands. Career education focuses the educational process on meeting the needs of the learner and recognizes that the abilities, aptitudes, past, and present experiences of the learner are the important parameters within and around which the educational process functions.

Students learn individually and in groups. When emphasis in the instructional process is placed on self-concept development and the world around the student, the student has the opportunity for solitary and group study as well as reflection and personal decision making. As a result, the student learns to define who he or she is and gives purposive attention to his or her career planning.

Inherent in the world-of-work concept, a fundamental concept undergirding career education, is the realization that as youth look to the future for which they are preparing occupationally, preparation is for more than a specific occupation in its present form. Rather, the focus rests on the occupational area. From the occupational area emerge multiple options in choice as well as level of formal preparation required.

The Teacher

Career education enhances the teacher's role by expanding the educational environment to include the world surrounding the learner, thus stimulating learner response and subsequent course of activities. It contributes to the modification of educational practice eliciting learner responses that result in the formation of learner goals and ambitions.

Emphasis on self-concept development and the world around the learner in the educational process requires that pedagogical approaches include the study of concepts and facts (observed, recalled, read, felt, discussed, and suggested) in the context of experiences familiar to the learner. It further requires understanding by teachers of the importance of positive teacher perceptions of the learner (emotionally, socially, mentally) and how these perceptions affect their interactions with the learner in the learning environment. The formal instructional environment should be oriented to studies of cultural, social, economic, and occupational situations in the community and society and their interrelatedness to give meaning to present and future behavioral changes

that occur in the learner. Throughout this process, the teacher's role is that of interpreting and using these situations as stimuli to assist learners to better understand their own identity and how they relate to the world around them.

Subject Matter

Mastery of those developmental tasks that confront the learner in progressing through varying stages of cultural, social, mental and physical growth is the foundation upon which all educational processes are based. Subject matter content should be oriented to assisting the learner in analyzing those tasks, establishing personal standards and goals, and developing strategies for their mastery.

Subject matter is the culmination of human experiences as applied to learning. An understanding of these experiences will assist the learner in mastering those tasks congruent with his/her cultural, social, mental, and physical growth. In this context, subject matter becomes a part of the pedagogical process in the educational enterprise. It is used to emphasize facts and concepts pertinent to assisting the learner in mastering those developmental tasks confronting him/her. It serves as one of the stimuli in the learning process.

All subject matters should include the study of materials and occupations pertinent to each subject matter. Learning situations including these components provide an environment in which learners can generate familiar problems that, when solved, will assist in solving their problems and relating the subject matters to the society and world around them.

Summary

Career education is, in the main, pragmatic in its approach, yet draws from other theories of educational thought for its foundations and manifestations in the educational enterprise. Fundamental to the career education concept is the realization that preparing for the future grows out of a successful coping with the present and that individual self-fulfillment and career preparation involves all educational endeavors experienced by the learner.

THE MODEL FOR CAREER DEVELOPMENT

The career development thrust of the "Models for Career Education in Iowa" project is based on the two concepts illustrated in the model on the following page. In analyzing the model, it is vital that it be viewed as a representation of project thought, revealing a progression of two basic concepts. In no way should it be construed as a rigid determinant of functions to be carried out at any specific time, nor does it limit career education activities at any level.

The model depicts the school's involvement in career development as beginning in kindergarten and continuing throughout formal education, with alternatives for recycling through a portion of the system to obtain further training in adult years.

Two basic concepts are inherent -- the concept of self and the concept of the world-of-work. The self-concept focuses on the learner's understanding of himself or herself mentally, physically, socially, and the nature and purpose of human involvement in all manner of work; a world-of-work encompassing leisure and avocational pursuits as well as occupational aspects. The underlying principles of these two concepts remain consistent throughout the model, but function in differing ways during each phase of career development.

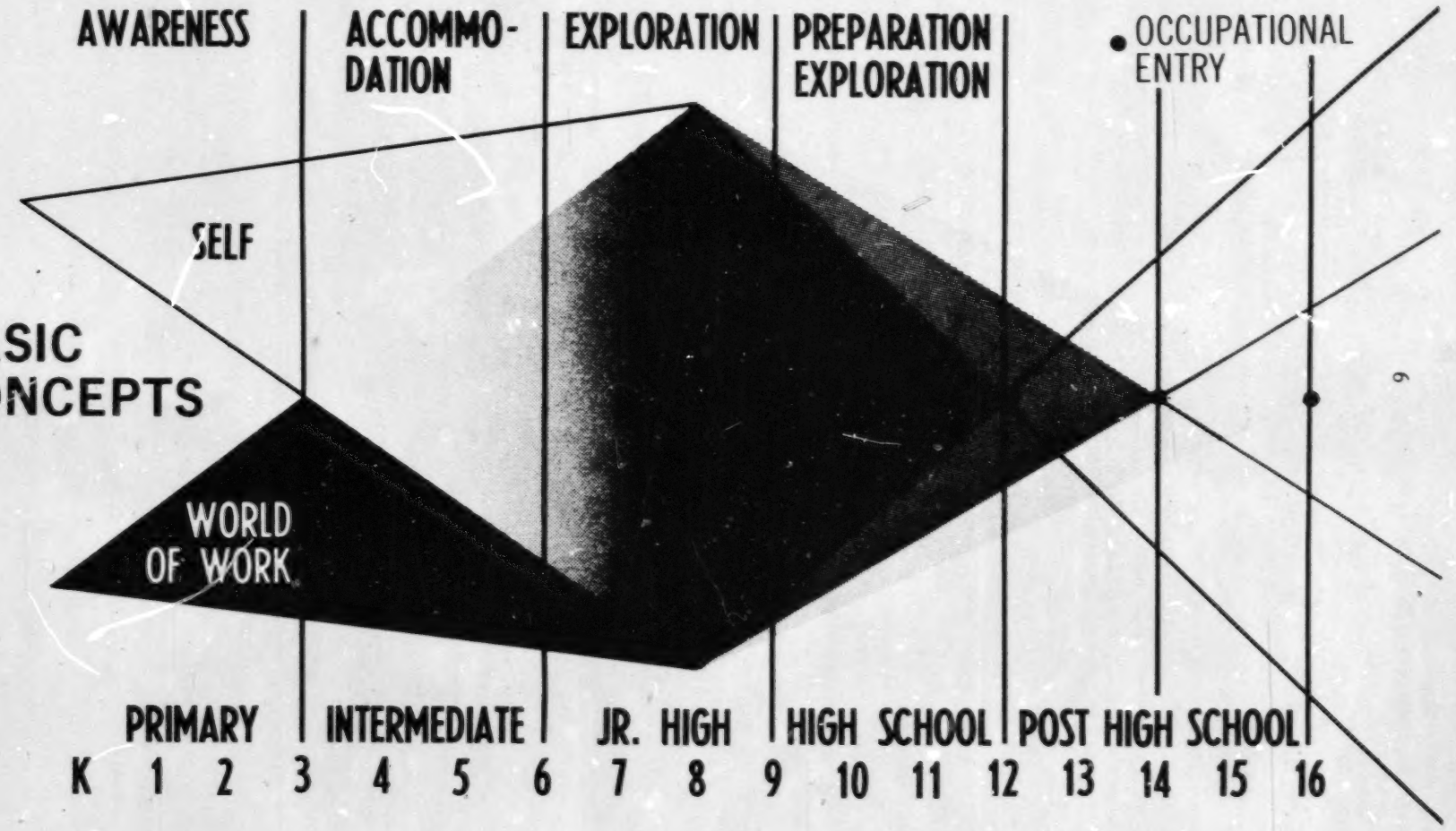
During the Awareness Phase, the self-concept places emphasis on students becoming individually aware of themselves and others in a physical sense, of the nature of feelings held by them and by others, and of the interactions of people in society. For the world-of-work, emphasis is placed on developing understandings of and appreciations for the many aspects of work and the value of work as a function of man. During this phase, no attempt is made to relate the specific points stressed in the two concepts.

The Accommodation Phase has two purposes. Students continue to develop an awareness of self and the world-of-work. Additionally, they begin to relate personal perceptions of self to the world-of-work. This fusion of the concepts continues throughout the developmental process, resulting ultimately in a lifestyle (including its occupational pattern) uniquely suited to the interests, values, aspirations, and abilities of the individual.

In the Exploration Phase, the learner is afforded the opportunity for in-depth investigation of the various potentials found in the world-of-work. All of the occupational clusters are explored, with special attention given to people. The roles they play, the tasks and rewards that befall them, and the lifestyle they enjoy are important considerations. Each student is provided with avenues for analysis of exploratory experiences and can then, through comparative techniques, identify personally with a multitude of opportunities. As a natural result of these

MODEL FOR CAREER DEVELOPMENT

CAREER DEVELOPMENT PHASES



16

BASIC CONCEPTS

9

Developed as part of Career Education Project, Iowa State University

experiences, the student begins a unique process of applying personal values and self-assessment to the emerging task of selecting occupational areas of greatest potential and satisfaction.

The final phase of this school-based program has a two-fold purpose. A continuation of the previous phase occurs in the form of more extensive exploration into the occupational area(s) selected by the student. Characterizing this extended exploration is a spirit of purpose not normally found in the broad, fact-finding activities of the junior high level. The second feature of the Preparation-Exploration Phase is the process of actually defining, seeking out, and acquiring preparation for entry into the world of work. For some, this process may occur early in the senior high school experience. For others, it may not be definable until well into a university-level program or other postsecondary adult experience.

DEFINITION OF TERMS

The following terms and their accompanying definitions serve as a basis for interpreting the philosophy of career education and model explanation presented in the preceding sections of this publication and other publications developed and published as a part of the "Models for Career Education in Iowa" project.

CAREER

The term career describes the course an individual pursues in realizing life ambitions and goals. This course is developmental in nature in that it changes as the individual matures, encounters new and unique problems, and develops strategies that will lead to appropriate solutions to these problems. It is a life-long process. It is affected by the society in which the individual functions; the abilities, interests, and aptitudes of the individual; the individual's home and community agencies and institutions; and the activities engaged in while pursuing personal goals.

WORK

Work describes conscious effort (paid or unpaid) aimed at producing benefits for oneself and/or for others.

VOCATION

Vocation describes the area or field in which one works and the organizational structure within which are located numerous similar paid and/or unpaid endeavors and occupations.

OCCUPATION

Occupation describes a specific area of paid employment within a vocation.

JOB

Job describes those mental and physical tasks carried out in paid and/or unpaid endeavors and occupations.

EDUCATION

Education consists of all those activities and experiences through which one learns.

SELF-CONCEPT

The individual from his own point of view.

WORLD-OF-WORK

A framework where people live, work, produce, learn, and create in the communities that they have established.

CAREER EDUCATION

Career education is a sequence of planned educational activities designed to develop positive student attitudes, values, knowledges, and skills toward self and the world of work that will contribute to personal fulfillment in present and future life opportunities as well as economic independence. Career education, when incorporated into the existing curriculum, has as its goal the creation of positive career objectives through the involvement of community resources and educational agencies.

Career education could also be defined as those formal and informal processes through which an individual acquires personal skills requisite to realization of life ambitions and goals.

VOCATIONAL EDUCATION

Vocational education consists of all activities and experiences through which one prepares herself/himself with marketable skills for a work role.

OCCUPATIONAL EDUCATION

Occupational education consists of those activities and experiences through which one prepares in a specific job or job cluster to work for pay.